





ARLINGTON PUBLIC SCHOOLS SUMMATIVE EVALUATION FORM

EFFECTIVE PRACTICE: (2) Planning and Preparation. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement. (Sample evidence could include learning objective posted, differentiated lesson plans, evidence that a variety of supporting materials and resources are readily available, choices for students, various opportunities for students to demonstrate success through formative and summative assessments, and progress monitoring evidence.)

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Applying	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Developing	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.
<input type="checkbox"/> Beginning	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
<input type="checkbox"/> Not Using	The teacher displays a lack knowledge of content, pedagogy, students, or curriculum standards, and fails to develop coherent and rigorous units, lessons, and learning activities.

Comments (Required for Beginning or Not Using Rating):

EFFECTIVE PRACTICE: (3) The Learning Environment. The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement. (Sample evidence could include a log or list of potential observable behaviors, walk-through observations, disciplinary referral logs, parent contact logs, and student perception survey data).

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher creates and consistently maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Applying	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Developing	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are not always consistent.
<input type="checkbox"/> Beginning	The teacher attempts to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however, the results are limited.
<input type="checkbox"/> Not using	The teacher fails to create and maintain an effective or engaging learning environment.

Comments (Required for Beginning or Not Using Rating):



ARLINGTON PUBLIC SCHOOLS SUMMATIVE EVALUATION FORM

EFFECTIVE PRACTICE: (4) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement. (Sample evidence could include multiple classroom observations; sample plans, lessons, or units; interviews; teacher log or reflection; evidence of communication; professional development plans; student perception survey data; and student achievement data.)

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Applying	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Developing	The teacher strives to use effective instructional strategies to ensure growth in student achievement but has inconsistent results.
<input type="checkbox"/> Beginning	The teacher attempts to use effective instructional strategies, but growth in student achievement is below expectations.
<input type="checkbox"/> Not Using	The teacher fails to use effective instructional strategies, and growth in student achievement is below expectations.

Comments (Required for Beginning or Not Using Rating):

EFFECTIVE PRACTICE: (5) Assessment. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting. (Sample evidence could include evidence of data analysis, goal-setting, common assessment development and use, student artifacts of self-reflection and goal setting, teacher-developed assessments and rubrics, evidence of alignment between assessment and instruction, student perception survey data, and sample formative and summative assessments.)

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Applying	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Developing	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.
<input type="checkbox"/> Beginning	The teacher has little understanding of assessment methods and uses them incorrectly. Assessment results are not used appropriately.
<input type="checkbox"/> Not Using	The teacher has no understanding of assessment methods. Assessment results are ignored.

Comments (Required for Beginning or Not Using Rating):



ARLINGTON PUBLIC SCHOOLS SUMMATIVE EVALUATION FORM

EFFECTIVE PRACTICE: (6) Professionalism. The teacher acts as an ethical and responsible member of the professional community. (Sample evidence could include community involvement, service on committees, parent involvement in the classroom, parent communication/interaction using a log/list, evidence of engagement with the professional community or professional organization using a log/list, and efforts to develop skills such as engaging in a virtual training or professional development activities).

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community, both locally and globally.
<input type="checkbox"/> Applying	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Developing	The teacher has a limited understanding of ethical and responsible behavior, and is inconsistent in demonstrating professional practice.
<input type="checkbox"/> Beginning	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating professional practice.
<input type="checkbox"/> Not Using	The teacher fails to act in an ethical, professional, and/or responsible manner.

Comments (Required for Beginning or Not Using Rating):

EFFECTIVE PRACTICE: (7) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement. (Sample evidence could include new teacher orientation materials, involvement in mentor practices, evidence of volunteerism such as committee work and taking on extra duties, student perception data, and community participation).

Evaluator Rating	Description
<input type="checkbox"/> Innovating	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Applying	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Developing	The teacher promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Beginning	The teacher attempts to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Not Using	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.

Comments (Required for Beginning or Not Using Rating):

☐ Plan for assistance (attached)

☐ No plan for assistance required



Evaluator Rating	Description
<input type="checkbox"/> Innovating	Results across all SLOs demonstrate that objectives have been met or exceeded in all respects. Students, including those in special populations, show exceptional learning gains, or program elements improved at a level beyond expectations. SLO design shows exemplary quality and rigor, and implementation strategies were executed diligently. The teacher's impact on student learning or program improvement can serve as a model for other faculty members.
<input type="checkbox"/> Applying	Results across all SLOs demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth. Special populations show significant learning gains, or program elements improved at the expected level. SLO design shows appropriate quality and rigor, and implementation strategies were effectively carried out. The teacher's impact on student learning or program improvement is evident.
<input type="checkbox"/> Developing	Results across all SLOs demonstrate that objectives have not been met on an overall basis; however, some student achievement growth or program criteria improvement is evident. Growth in student achievement or program improvement is somewhat below expectations. SLO design may have been somewhat lacking in quality and/or rigor, and implementation strategies were not carried out as effectively as could be expected.
<input type="checkbox"/> Beginning	Results across all SLOs demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO design may have been deficient in quality and/or rigor, and implementation strategies were not effectively carried out.
<input type="checkbox"/> Not Using	Teacher does not provide evidence of implementation of SLO.

[illegible]

Teacher/Evaluator Conferences:

 Evaluator Date



ARLINGTON PUBLIC SCHOOLS SUMMATIVE EVALUATION FORM

Placement for the following year:

- ☐ Probationary
☐ Year 2 ☐ Year 3
- ☐ Tenured
☐ Level I--Yr 1 ☐ Level I--Yr 2 ☐ Level I--Observation
☐ Level II

Staff Member

Date

Evaluator

Date

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.